

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter discusses the finding and the discussion of the study on English teachers' perception on the 2013 curriculum implementation at SMP N 5 Yogyakarta, especially for the strengths, the weaknesses, and the problem the teacher faced. After analyzing the findings, the researcher wrote the analysis related to the findings the research gained on English teachers' perception on 2013 curriculum implementation.

#### **A. Research Finding**

The research finding was based on English teachers' perceptions toward the implementation of the 2013 curriculum. In analyzing the data, the researcher used interview to describe the result in implementing the 2013 curriculum based on the participants' answers. The teachers' perceptions were based on their self-concept on the 2013 curriculum implementation since their teaching experiences were different. According to James Gibson (1985), self-concept is how individuals see and feel about themselves. Teachers' experiences in teaching also influenced them in implementing this curriculum.

In order to find out English teachers' perceptions on the implementations of 2013 curriculum, the researcher interviewed three English teachers at SMP N 5 Yogyakarta. These three English teachers' had taught for

Researcher used 14 questions in the interview to answer the research problem. The questions on the interview were summarized into three topics that would show in tables to answer the research problem. The first topic is the strength on the 2013 curriculum implementation. Topic number 1 would be explained on table 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7. The second topic is the weaknesses of 2013 curriculum in implementation. Topic 2 would be explained on table 1.8. The third topic is the problems on implementing of 2013 curriculum. Topic 3 would be explained on table 1.9 and 1.10.

### **1. The Strength on the Implementation of 2013 Curriculum**

The strengths of the 2013 curriculum implementation which appeared when teachers implemented this curriculum helped them in teaching, developing and conveying the materials to the students, and in knowing the student characteristic deeply. Based on the finding the researcher gained, there were some points about the strength of 2013 curriculum implementation.

#### **Finding 1: Teachers' develop the learning material based on students need and condition**

Teacher should be more creative to convey the lesson by develop the syllabus based on characteristic of the school and students' need. As show on the table below:

**Table.1.2. Teachers' opinion about how to develop and implement 2013 curriculum in teaching English**

No.	Participants	Teachers' perceptions on the implementation of 2013 Curriculum
1.	<b>Respondent 1</b>	<p>R1.14. The syllabus is developed based on the school and student need.</p> <p>R1.15. The learning textbooks are published and printed by the government.</p> <p>R1.24. The teacher assesses the student on the cognitive, affective and psychomotor domains.</p>
2.	<b>Respondent 2</b>	<p>R2.12. The teacher develops the learning material by developing the syllabus as a guidelines.</p> <p>R2.13. The teacher uses the other resources to complete the learning material such as from internet.</p>
3.	<b>Respondent 3</b>	<p>R3.17. The teacher develops the learning material himself.</p> <p>R3.26. In 2013 curriculum, teacher assesses based on the three domains such as cognitive, affective and psychomotor.</p>

Based on the table above, Respondent 1 and 2 said "*the teachers developed the syllabus based on the school and student need*". They develop the syllabuses as a guideline to develop the material. Moreover, the teachers develop the syllabuses using other resources to complete the

learning material. The teachers also have more opinion about how to implement and develop the learning material for 2013 curriculum. The Respondent 1 said that the learning textbooks which are published and printed by the government to easy for the teacher to find out of the reference of the textbook that use for student in learning. Therefore, Respondent 3 said "*the teachers develop the learning material themselves*". Its means, the English teachers develop and implement the 2013 curriculum by developing the syllabus themselves by using other resources to complete the material. Furthermore, the Respondent 1 and 3 add "*the teacher assesses the student on the cognitive, affective and psychomotor domains*". The teachers' assesse the student achievement not only focused on the student learning outcomes but also focused on the student assessment on the learning process at class room and outside of the classroom so the learning process can be assess on the student activity inside and include outside of the class.

**Finding 2: Teachers apply scientific approach in teaching and learning process**

The other strengths of the implementation of 2013 curriculum were the teaching method applied in the learning process is the scientific

**Table.1.3. Teaching method that teachers use in 2013 curriculum**

No.	Participants	Teachers' perceptions on the implementation of 2013 Curriculum
1.	Respondent 1	R1.23. The student understanding the material use discovery learning  R1.27. The teacher applies the methods which are appropriate with the subject of learning using scientific approach.
2.	Respondent 2	R2.20. Teacher applies the teaching method of group discussion and asking questions.  R2.21. The Teacher use scientific approach method in the learning.
3.	Respondent 3	R3.23. The teaching method use scientific approach has steps in the learning process that include observing, questioning, associating, experimenting and networking.

Another strength of 2013 curriculum implementation was mentioned by the participants that they applied scientific approach. The teaching and learning process which applies scientific approach follows the activities of observing, questioning, associating, experimenting and networking in the learning. In addition, the teachers also applied the discovery learning method in the learning process as respondent 1 said. Respondent 2 added that teachers also applied group discussion and asked questions to students to make the students become more active.

**Finding 3: Teachers apply the learning strategy that appropriate with student condition in learning**

In implementing the 2013 curriculum, there were some strategies that teachers applied in the learning process. The strategies also become the strength on the implementation of 2013.

**Table.1.4. The strategy that teachers use in implementing 2013 curriculum**

No.	Participants	Teachers' perceptions on the implementation of 2013 Curriculum
1.	Respondent 1	<p>R1.31. Teacher applies learning strategies which are appropriate with the skill learnt by students.</p> <p>R1.32. The speaking skill use strategy listening, imitation, experiment, and practice.</p> <p>R1.33. The active students become a leader of the group discussion to guide the passive students.</p> <p>R1.34. Teacher has to know the students' characters and need before teaching in the class.</p>
2.	Respondent 2	<p>R2.22. The teacher uses the test to know student ability in learning. In the test, teacher groups the student saeats based on their ability levels.</p> <p>R2.23. Teacher uses the strategy to arrange student seats in learning. Passive students are seated in front so that they become more active.</p>

		<p>R2.24. Teacher asks questions to passive students become more active.</p> <p>R2.26. The teacher motivates the students by ranking the students so that the passive students become more active in learning.</p>
3.	<b>Respondent 3</b>	<p>R3.13. Teacher makes questions which are appropriate with the learning materials.</p> <p>R3.24. The teacher motivates the student using a group discussion to make the passive students become active in learning.</p>

From the table above, Respondent 1 said *“Teacher applies learning strategies which are appropriate with the skill learnt by students”*. It means, the teachers applied the strategy that was appropriate with the students’ condition or skills would be learnt such as listening, speaking, reading and writing skill. In teaching listening, teachers applied the listening strategies of imitation, experiment, and practice. In group discussion, teachers applied strategy that active students should become the leader to guide the passive students. Therefore, before the teachers choose the strategy that was appropriate to the students, they have to know the students characteristic and need to teach the students in the class because they should determine the best strategy to teach in learning. Moreover, Respondent 2 said *“the teacher uses the test to know student ability in learning. In the test, teacher groups the student seats based on*

*their ability levels*” and *“Teacher uses the strategy to arrange student seats in learning”*. This strategy was applied to motivate their students in learning. Teachers also applied another strategy like asking questions to passive students to motivate the student become active. Respondent 3 said *“Teacher makes questions which are appropriate with the learning materials”*. The teachers used asking question to motivate the passive students become more active. Besides that, teachers also applied the group discussion in learning activity.

**Finding 4: Teachers role’s in 2013 curriculum**

In implementing the 2013 curriculum, the teachers should invite the students become active and creative in learning process. Based on these reasons, teachers should be creative to invite the students in learning process by knowing their real role in teaching and learning process. As the participants said, the teachers played roles in learning process as the facilitators, motivator, evaluator, and monitor.

**Table.1.5. Teachers Role in 2013 Implementation**

No.	Participants	Teachers’ perceptions on the implementation of 2013 Curriculum
1.	Respondent 1	R1.13. The teacher plays a role as facilitator in learning R1.19. The teacher facilitates the student in learning process. R1.20. The teacher gives the clarification about the topic already learned.



2.	<b>Respondent 2</b>	<p>R1.21. The teacher monitors the learning processes in teaching.</p> <p>R2.16. The teacher plays a role as creative and active to convey the learning</p> <p>R2.17. The teacher plays a role as facilitator, director, evaluator and motivator.</p>
3.	<b>Respondent 3</b>	<p>R3.10. The teacher plays a role as facilitator and provider in the learning process.</p> <p>R3.20. The teacher facilitates the students to find out the examples of the text.</p>

There are four teachers' role in the learning process namely facilitator, director, motivator, and evaluator. The first role is facilitator, the teachers acted as facilitator to facilitate the students to find the example of the text or in learning process and gave clarification about the topic already learn (as respondent 1 and 2 said). The second role is director as (respondent 2), the teachers acted as director that gave students directions in the right way if the students made a mistake in learning and the teachers gave the direction. The third is the teachers as motivator to motivate the students become more active and creative in the learning process (as respondent 2). The fourth teacher as evaluator is to evaluate the students' activity in the learning process (as respondent 2)

### **Finding 5: Students roles' in 2013 curriculum**

The next strength in 2013 curriculum implementation is the student role, the students' roles in the implementation of 2013 curriculum are active and students become the subject of learning. It means that student should be active in teaching and learning process and become subject of the learning activity as shown on the table below:

**Table.1.6. Students role in 2013 curriculum implementation**

<b>No.</b>	<b>Participant</b>	<b>The teacher's opinion about 2013 curriculum</b>
<b>1.</b>	<b>Respondent 1</b>	R1.12. The student role as active learning. R1.22. The student doing the learning activity with their friend by making a group discussion.
<b>2.</b>	<b>Respondent 2</b>	R2.19. The student active in learning. R2.18. Students use various learning sources such as internet, hand phone, asking friends and many more. R2.27. Student can solve their problem in learning. R2.33. The student interaction with other students and teachers has increased.
<b>3.</b>	<b>Respondent 3</b>	R3.12. The student makes a group discussion of doing their test itself. R3.22. the student become the subject of the learning at class in learning process. R3.27. Student applies the technology as learning tools but not the subject of learning.

The students' role in 2013 curriculum implementation are as active learners. As respondent 1 and 2 said "*student role in the 2013 curriculum had to be active in the learning activity*". It means the students have to be active in the learning activity by making group discussion. Furthermore, Respondent 3 said "*the students become the subject of the learning at class in learning process*" the students become the subject of the learning means students centered learning, the students become the center of the learning and students do the learning activity and solve their problem by making a group discussion or solve their problem themselves. Furthermore, Respondent 2 and 3 said "*Students use various learning sources*" and "*Students applies the technology as learning tools but not the subject of learning*". It means teachers are not the only learning sources anymore because students can get the knowledge by using other learning tool such as internet, hand phone, asking friends and many more. Respondent 2 added that students can solve their problem in learning and more brief in interaction with other is increasing.

## **2. The Weaknesses of the Implementation of 2013 Curriculum**

There are four weaknesses in the implementation of 2013 curriculum which were classified as follow:

**Table.1.7. The weaknesses of the implementation of 2013 implementation**

<b>No.</b>	<b>Participants</b>	<b>Teachers 'perceptions on the implementation of 2013 Curriculum</b>
1.	<b>Respondent 1</b>	<p>R1.38. Many teachers are not ready to implement the curriculum</p> <p>R1.39. The students find it difficult to follow the learning processes because the facilities are not complete.</p> <p>R1.46. The teachers find it difficult to motivate student to be active because students are shy or do not understand the learning</p> <p>R1.61. Not all of the aspect of scientific approach is achieved.</p>
2.	<b>Respondent 2</b>	<p>R2.4. The teachers feel confused with the system of learning assessment.</p> <p>R2.28. The socialization of the 2013 curriculum does not run well.</p> <p>R2.30. The textbooks need revision so that they are suitable with the student need.</p>
3.	<b>Respnodent 3</b>	<p>R3.6. The learning assessments are complicated and make the teacher confused to assess the student for more than 25 aspects in learning.</p> <p>R3.29. The socialization of the 2013 curriculum is less adequate for the teachers.</p>

		<p>R3.30. The textbook and learning materials are not appropriate with the students' need</p> <p>R3.3.1 the learning tools are not complete to implement the curriculum.</p>
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**Finding 1: The textbook is not appropriate with the students need and condition**

As seen on the table above the Respondent 2 and 3 said "*The textbook and learning materials are not appropriate with the students' need*". The learning textbook that create and printed by the government cannot appropriate with student need and condition in learning. The learning textbook need revised before publish again to the school because this textbook cannot useful by teachers to teach student in learning.

**Finding 2: Students has less motivation in learning**

The Respondent 1 said "*The teachers find it difficult to motivate student to be active because students are shy and they do not understand the learning*" "it means that teachers find it difficult to motivate student become active in the learning process. The students become passive in learning because they are shy or they do not understand with the subject of the learning. So, the teachers try to encourage them to be active by giving them stimulus. For example, the teachers ask some questions to the students. However, some students did not response the questions. They

**Finding 3: The learning tools are not complete to facilitate the students in learning**

Based on the research finding, the Respondent 1 and 3 said "*The students find it difficult to follow the learning process because the facilities are not complete*" and "*the learning tools are not complete to implement the curriculum*". It's mean that student find it difficult to follow the learning process because the learning tools is not complete to facilitate their learning process. The learning tool is important because it help succeed the implementation of the 2013 curriculum.

**Finding 4: The teachers are not ready to implement 2013 curriculum in teaching and learning process.**

Based on the interview, the Respondent 1 said "*Many teachers are not ready to implement the curriculum*" the teachers felt not ready to implement the 2013 curriculum in teaching and learning process because their less in understanding how to implement the 2013 curriculum in teaching and learning process. This is due to the teachers were not given enough training about the implementation of the 2013 curriculum. Moreover, the Respondent 2 and 3 added "*The teachers feel confused with the system of learning assessment*" in the 2013 curriculum, there are three aspects to be assessed namely, cognitive, affective and psychomotor. The teachers felt confused to assess the student achievement based on the three aspects of learning assessment.

### 3. The problem faced on the implementation of 2013 curriculum

The problem on the implementing of 2013 curriculum which appeared when the teacher implemented this curriculum can help them in teaching and developing the learning material. Based on the finding of the research the researcher gained, there were several points about the problem that teachers faced in implementing this curriculum and also how the teachers solve the problem. See on the table below:

**Table.1.8. The problem that teachers face in implement 2013 curriculum and solve**

No.	Participants	Teachers 'perceptions on the implementation of 2013 Curriculum
1.	Respondent 1	R1.45 Teachers find it difficult to encourage student to be active in the learning process and teacher solves it by asking questions.  R1.46. The teachers find it difficult to motivate student to be active because students are shy or do not understand the learning and the teacher solves it by using games to motivate students in learning.
2.	Respondent 2	R2.31. The teacher must be creative in preparing the learning materials which are appropriate with the students need but the learning tools are not complete and appropriate with the students' need and the teacher uses other sources to complete the learning material.

3.	Respondent 3	R3.31. Only a few students have high skills and the teacher solves it by becoming more creative to make the learning process enjoying by using group discussion to motivate the passive students in learning.
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**Finding 1: Teachers find it difficult to motivate the students in learning**

For the problem and solution in implementing of the 2013 curriculum, as respondent 1 said *“The teacher find it difficult to encourage and motivate student to be active in the learning process and teacher solve it by asking question and playing games”*. In this case, the teachers should be creative to invite students in learning happily. Teachers could motivate students by playing a game in the learning process or asking questions. The game itself should be related to the topic that they were going to teach, so it was not only games for fun in the class but also it was game for education.

**Finding 2: Teachers need more creativity to develop the learning material happily**

Based on the research finding above, Respondent 2 said *“the teacher must be creative in preparing the learning materials which are appropriate with the students need but the learning tools are not complete and appropriate with the students' need to solve the problems, the teachers used other sources to complete the learning material”*. In this case, the teachers used other resources such as book and internet to

...detailed learning material. Since a teacher is the person who knows



more about students need and characteristic, they could develop and convey the learning material in appropriate with students' need and conditions. The teacher creativity in conveying and developing the learning material will help them in teaching.

**Finding 3: Only a few students have high skills in learning**

The Respondent 3 stated "*Only a few students have high skills*". In learning process not the entire students have same knowledge to understand the learning process. In the class room, students have difference characteristics. Some students are high skill, some are medium skill and some students are low skill to understand learning material. Therefore, the teachers give difference treatment in learning based on students' need and condition and in learning.

**Finding 4: Teachers face difficulty to implement the 2013 curriculum because of the inappropriate teachers training on the 2013 curriculum**

The next session is the difficulty of the implementation of 2013 curriculum. The difficulty of the curriculum implementation with previous curriculum is based on the teacher's ability to develop and convey this curriculum.

**Table.1.9. The difficulty of the implementation of the 2013 curriculum and previous curriculum.**

No.	Participants	Teachers 'perceptions on the implementation of 2013 Curriculum
1.	Respondent 1	R1.55. In the first implementation, teacher find the 2013 curriculum implementation difficult, however, it becomes easier after the socialization of the curriculum.
2.	Respondent 2	R2.38. The 2013 curriculum is difficult to implement because it is based on the teacher's skill to develop and carry out the implementation.
3.	Respondent 3	R3.42. The learning material in 2013 curriculum is insufficient.

For the difficulty of the 2013 curriculum implementation compared to the previous curriculums, Respondent 1 said *"the first implementation, teacher find the 2013 curriculum implementation difficult, however, it becomes easier after the socialization of the curriculum"*. The first implementation, the English teachers felt difficult to implement the 2013 curriculum because they did not really understand about the curriculum. However, after they got the training, they got more understanding and they felt that the 2013 curriculum were not difficult anymore to implement. Respondent 2 said *"The 2013 curriculum is difficult to implement because it is based on the teacher's skill to develop and carry out the*

teachers understand how to implement the 2013 curriculum. On contrast, the learning process will not run well if the teachers do not know to implement the 2013 curriculum. Furthermore, Respondent 3 said "*The learning material in 2013 curriculum is insufficient*". It means, the teachers felt confused to develop the syllabus.

## **B. Discussion**

For approximately one year, the 2013 curriculum has been implemented at school that were previously RSBI and chosen by the government in Indonesia. Therefore, the effects of using this curriculum can be seen now. SMP N 5 Yogyakarta is one of many schools in Indonesia which implement the 2013 curriculum at school. The government changed the previous curriculum with the 2013 curriculum and implemented in any selected schools but in 2015 all of the schools in Indonesia will implement the 2013 curriculum in teaching and learning process.

### **1. The Strengths on the Implementation of 2013 Curriculum**

The research finding found the 2013 curriculum had many strengths and weaknesses. Teacher felt the strengths of 2013 curriculum in implementation. One of the strengths of 2013 curriculum implementation is that the 2013 curriculum implementation assesses the students from three domains such as cognitive, affective and psychomotor. Another strength of 2013 curriculum implementation

that the learning process used in 2013 curriculum was scientific

approach that make students more creative and active in the learning process. The teachers expect the students not only depend on teachers at school but also to be active to look for the new knowledge by themselves from other source like the technology that is the tool of knowledge in 2013 curriculum implementation.

In addition, the 2013 curriculum is based on the science that use scientific approach in teaching and learning process, the scientific approach includes: observing, questioning, associating, experimenting and networking in learning process, Muzamiroh (2013). The implementation of scientific approach in learning process will help students to improve their knowledge in learning.

The 2013 curriculum give the teachers' ability to develop the learning material and design material based on the students need and condition because teachers know more about the students. In line with, Inlow (1966) in Yuniarti (2011) curriculum is the planned composite effort of any school to guide students in learning toward predetermined learning outcomes. The teachers give the authority to develop and design the learning material based on the curriculum.

The teachers' roles in 2013 curriculum are facilitator, director, evaluator and motivator. In line with it, Usman (1990) stated teacher has four functions in teaching as a demonstrator, a class manager, a facilitator, and a motivator. The teachers should help

students to dig out student potential in accordance with their skill, necessary, and willingness.

The other strength on the implementation of 2013 curriculum was that the curriculum gives benefit for teachers. The first benefit is that teachers can be creative to convey the learning material appropriate with school and students' characteristic and need by developing the material themselves. Secondly, the 2013 curriculum also gives opportunity to teachers to develop and convey the learning material based on the student need that is appropriate with the syllabus that use other resources. Third, the teachers know their real role to teach in learning process as facilitator, director, evaluator, and motivator. Four, the teachers can choose the strategy themselves to invite students become more active in teaching and learning process. Five, the book that are published by the government also become the strength on the implementation of 2013 curriculum but the book need revision to become appropriate with students need.

The 2013 curriculum also gives benefit for students to learn effectively. The first benefit for students in the implementation of 2013 curriculum is the student centered learning. As Hidayat (2013) stated, the good of the learning process is student centered active learning, student as a centered of the learning and teacher is not the only learning source anymore. The second benefit is that students become

Third, students become

subjects in learning who are taught by teachers to make learning process becomes effective. In line with it, Mulyasa (2013) stated that teachers were the developer of curriculum and students are the subject taught by the teacher in learning process. Five, the students should be active and solve their problem using discovery learning, games and group discussion in learning process.

Based on the finding that the researcher gained, the 2013 curriculum implementation could be done well if the teachers understand the curriculum well. Their willingness to improve the students' quality also influenced the way they implemented this curriculum. They had to be creative in conveying the materials to the students. Students are demanded to be active because the teachers are not the only learning sources anymore. Moreover, if teachers had a good understanding before teaching, they would implement well and perfectly, and if they did not have good understanding to implement, they might implement the curriculum badly.

## **2. The Weaknesses of the implementation of the 2013 Curriculum**

The weaknesses also appeared in the implementation of the 2013 curriculum. Respondent 1 and 2 stated that the 2013 curriculum was difficult to be implemented to students that have low motivation in learning. In this case, teachers should be creative to invite students in learning happily. Teachers could motivate students by doing a game

by doing a game in the learning process by implemented the

learning strategy that appropriate with the student need and condition. However, if students did not have a willingness to learn, it was difficult too. As Nunan stated (1996) curriculum is a collaboration effort between teacher and learner since learners are involved in the decision making regarding to the content of the curriculum and how it is taught. The better the collaboration of the teachers and learners the better the learning process will be. Furthermore, if there was no good cooperation between students and teachers in learning process the teaching and learning was not going well and the learning objective could not be achieved.

In the implementation of 2013 curriculum, the teachers find the other weaknesses in implementation were, the learning tools are not complete to facilitate the students in learning process. The teachers also felt that the training is less for the teachers because the teachers would implement this curriculum in the learning process but the teachers got less understanding to implement this curriculum.

The government should know the real condition about schools and students first before they construct the textbooks that would be used in teaching as guideline for teacher in teaching and teachers need more training form government how to implement this curriculum in teaching learning process because the teachers is the key to success in implementation of 2013 curriculum in teaching and learning process

### **3. The Problems on the Implementation of 2013 Curriculum**

The problem that teachers faced in implementing 2013 curriculum are students' motivation, developing the material, and designing the learning material that is appropriate with students. To solve these problem teachers should be creative to develop and convey the learning material happily. The three English teachers used various strategies to motivate the students become active and creative in learning activity by using games, group discussions or asking questions to students to motivate their student in learning. In developing the material, the teachers develop the learning material using other resources so that they find easy to understand by the students. In designing the material, the teachers design the learning material themselves that are appropriate with the students need to achieve the learning objectives. The teachers design the learning material so that it is appropriate with the students because teachers are the one who knows more about the students in learning activity.

The first problem that the respondent faced in implementing the 2013 curriculum was the teachers felt difficult to motivate their students in learning process. Although the teachers were creative in conveying the learning material, some students tended to be lazy in following the learning. Some students tended to be passive in the learning process although teachers had encouraged them. They were lazy to follow the learning. It might be caused they do not understand



or they dislike to the subject of the learning. In solving this problem, teachers should identify the students' characteristic, need and condition before teaching in the classroom. The teachers always invite them to join the class discussion. If students did not change their habit (became passive), teachers could ask them to get their response.

The second problems in implementation of 2013 curriculum are developing and designing the material. The three English teachers find the learning materials from many sources appropriate with the students' need. The teachers looked for materials which were easy to understand by their students so that it helped them in achieving the learning objective. Besides, some teachers taught their students outside of the class to get the detail information about the theme learned. For example, the teachers ask students to describe the environment using English or practice to speak English by presenting their result with friends in learning. In addition, the teachers sometime taught listening skill using tape recorder in the class and student identify how to read, spelling, etc. This strategy helped teacher to invite students to be active in learning process.

The third problems that teachers faced in implementing of 2013 curriculum are the teachers felt difficult to implement this curriculum. For the first implementation some teachers felt the learning material in 2013 curriculum is insufficient. After they got more socialization and

in implement this curriculum in teaching and learning process they got

the understanding how to implement the 2013 curriculum effectively. Furthermore, the 2013 curriculum was implemented based on the teachers' ability to develop and convey the learning material. The teachers' ability in developing and conveying the learning material will help them to understanding this curriculum. If the teachers got less understanding, the implementation of this curriculum would run worse.

The teachers understanding of the implementation of 2013 curriculum is also important thing since the teachers are the object to success the implement of this curriculum.

#### **4. English teacher's perceptions on the 2013 curriculum implementation at SMP N 5 Yogyakarta**

Curriculum was one of the tools which guided teachers to teach their students, Romine (1945) cited in Hamalik (1994) stated that curriculum is interpreted as the entire organized course, activities, and experiences which pupils have under direction of the school whether or not in the classroom. It means there is no limitation for students' activities at classroom that include the student experience outside of the class. In line with the 2013 curriculum concept in teaching and learning process there is no limitation for students in learning. The students could learn from many sources and there is no limitation for students to get the knowledge

According to Respondent 1 and 3, the English teachers' perception about the 2013 curriculum is good. The 2013 curriculum does not only make students become clever but also can build students' attitude, character and skills in learning. As Mulyasa (2013) stated, the 2013 curriculum is competency and character based that emphasizes on the field experience to make a relationship between teacher as developer of curriculum and students as subjects who are taught by teacher. Moreover, the three English teachers also have same opinion about 2013 curriculum implementation that is good and they agree with 2013 curriculum implement at school in SMP N 5 Yogyakarta

The 2013 curriculum was appropriate to implement at school because the 2013 curriculum makes teachers and students become more active and creative. The teachers have authority to develop the syllabus based on the student need and conditions. As Muzamiroh (2013) stated, the 2013 curriculum is a curriculum that is arranged by the government and developed by the teachers that is appropriate with the learning process that emphasizes on cognitive, affective and psychomotor domain. The teachers' opportunity to develop the learning process could help them in knowing the students' attitude, skills and knowledge in the learning process.

In research finding, the researcher gained the teachers opinion

agree with the implementation of 2013 curriculum but any other teachers do not agree with the implementation of 2013 curriculum because the teachers felt less in training given by government. Moreover, the three English teachers also said the 2013 curriculum is appropriate to implement in learning process because the teaching and learning process run effectively and efficiently.

The implementation of 2013 curriculum will be successful if all stakeholders do their role. Furthermore, the teachers are ready to implement and facilitate this curriculum in teaching and learning while the government is also ready to facilitate learning tools which are appropriate with the students' need and condition and the government gives depth training for teachers to get more understanding of the 2013 curriculum implementation